

# *Correspondence of WIDA English Language Development Standards and the Common Core State Standards for English Language Arts*

## *Introduction*

### **What these documents are:**

- These documents show correspondences between the WIDA (World-Class Instructional Design and Assessment) English Language Development Standards and the Common Core State Standards in English language arts.
- WIDA is a consortium of 30 states (including New Hampshire) and the District of Columbia that have all adopted the same English language development standards and assessments.

### **Format of the documents:**

- The WIDA English Language Development Standards for English language arts consist of Model Performance Indicators (MPIs) at each of five different levels of language proficiency.
- Each MPI suggests a task that students at a particular level of language proficiency should be able to do to show achievement of a particular subject area standard.
- These documents consist of five WIDA-style MPIs (one for each of the five language proficiency levels) that correspond to selected Common Core State Standards.
- The model performance indicators were written by groups of New Hampshire ESOL and mainstream teachers through a federal Title III Professional Development grant to UNH Manchester.

### **Suggestions for using the documents:**

- Mainstream teachers can use these documents to help understand what can be expected from ESOL students at various levels of language proficiency, and to guide the assessment of students' progress toward meeting Common Core State Standards in English language arts.
- ESOL teachers can use the alignments to help understand what ESOL students are expected to know in English language arts, and to guide the assessment of their progress toward meeting ELA Common Core State Standards.

**Important considerations:**

- The documents are not curricula or programs of study; they are tools to be used in designing on-going classroom assessment of ESOL students.
- The MPIs are models that should be adapted as needed to meet individual teachers' and students' needs.
- Because the MPIs are geared to different levels of English language proficiency, it is essential to know students' proficiency levels (that information should be available in students' records or from their ESOL teacher).
- It is assumed that the knowledge and skills required to complete the tasks given in these MPIs have been previously taught, using teaching strategies appropriate for ESOL students.
- If WIDA MPIs are not included for a particular standard, or for a particular grade level, you can adapt related MPIs, or create new ones following the same model.
- Leveled texts are essential for teaching and assessing ESOL students' progress in English language arts, especially at lower proficiency levels. Leveling for language proficiency is not the same as leveling for reading ability, so mainstream language arts teachers should contact an ESOL teacher for help in procuring appropriate texts.

## **Grade 7 Model Performance Indicators that Correspond to the Common Core State Standards for Language**

### **Conventions of Standard English**

**CC.7.L.1**      ***Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.***

(See MPIs for each specific standard below.)

**CC.7.L.1a**      ***Conventions of Standard English: Explain the function of phrases and clauses in general and their function in specific sentences.***

Level 1	Identify the function of very simple illustrated phrases shown on sentence strips
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Entering	and read aloud by the teacher, by sorting them into two groups: <i>Where</i> and <i>When</i> (e.g., teacher reads a phrase <i>at the store</i> , student puts it in the <i>Where</i> category; teacher reads the phrase <i>at one o'clock</i> ; student puts it in the <i>When</i> category).
Level 2 Emerging	Locate phrases and clauses in an illustrated, leveled text that has been read aloud, with a partner, consulting a list provided by the teacher of phrases and clauses grouped by functions.
Level 3 Developing	Discuss in a small group the function of phrases and clauses found in a leveled text; then write a short summary of the discussion.
Level 4 Expanding	Locate phrases and clauses in a leveled text, with a partner; then explain orally their functions in the sentences in which they appear.
Level 5 Bridging	Locate phrases and clauses in a grade-level text; then explain in writing their functions in the sentences in which they appear.

**CC.7.L.1b**      ***Conventions of Standard English: Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.***

(No WIDA MPIs developed.)

**CC.7.L.1c**      ***Conventions of Standard English: Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.***

Level 1 Entering	(Not applicable to Level 1 because of the complexity of the language involved.)
Level 2 Emerging	Match sentence strips showing simple phrases or clauses with sentence strips showing simple sentences that the phrases or clauses could be inserted into, with a partner; when both partners have agreed that the strips match, decide where to insert the phrase or clause into the sentence, and copy the complete sentence.
Level 3 Developing	Discuss in a small group the placement of phrases and clauses in a piece of writing provided by the teacher; then individually correct misplaced phrases and clauses that the group has identified.
Level 4 Expanding	Peer-edit a partner's writing to correct misplaced phrases and clauses, with the partner, with special attention to misplaced and dangling modifiers.
Level 5 Bridging	Self-edit a piece of writing to correct misplaced phrases and clause, with special attention to misplaced and dangling modifiers.

**CC.7.L.2**      ***Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.***

(See MPIs for each specific standard below.)

**CC.7.L.2a**      ***Conventions of Standard English: Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).***

Level 1 Entering	Insert two adjectives into short simple sentences, either two coordinate adjectives, with a comma, or two adjectives that are not coordinate, without a comma, using lists of coordinate and non-coordinate adjectives supplied by the teacher (e.g., <i>I see a dog</i> ; insert <i>big brown</i> or <i>tired, hungry</i> ), with a partner.
Level 2 Emerging	Insert two adjectives into short simple sentences, either two coordinate adjectives, with a comma, or two adjectives that are not coordinate, without a comma (e.g., <i>I see a dog</i> ; insert <i>big brown</i> or <i>tired, hungry</i> ), with a partner.
Level 3 Developing	Write descriptive sentences from pictures, including at least two adjectives before a noun, and using correct punctuation, in a small group.
Level 4 Expanding	Write descriptive sentences from pictures, including at least two adjectives before a noun, and using correct punctuation, individually.
Level 5 Bridging	Write a short descriptive essay; self-edit it to be sure commas are used between coordinate adjectives, but not between adjectives that are not coordinate.

**CC.7.L.2b                      *Conventions of Standard English: Spell correctly.***

Level 1 Entering	Correctly spell known grade-appropriate high-frequency words when dictated by the teacher.
Level 2 Emerging	Correctly spell known and unknown phonetically regular words when dictated by the teacher.
Level 3 Developing	Choose the correctly spelled word in a given sentence, based on conventional spelling patterns (e.g., <i>My teacher gave me a lot of encouragment/encouragement</i> ).
Level 4 Expanding	Edit a paragraph to correct spelling, independently, given a list of common spelling rules with examples.
Level 5 Bridging	Apply correct spelling in general writing.

## Knowledge of Language

**CC.7.L.3                      *Knowledge of Language: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.***

(See MPIs for the specific standard below.)

**CC.7.L.3a                      *Knowledge of Language: Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.***

Level 1 Entering	Label pictures with descriptive details from a word bank.
Level 2 Emerging	Write short sentences to precisely describe illustrations on a storyboard, with a partner.
Level 3 Developing	Sort words and phrases into those that express ideas precisely and concisely, and those that don't (e.g., <i>that thing</i> is not precise; <i>that book on my desk</i> is), in a small group.

Level 4 Expanding	Edit a text supplied by the teacher that is not precise and concise, and contains wordiness and redundancy, with a partner.
Level 5 Bridging	Self-edit written work to make the language more precise and concise and to eliminate wordiness and redundancy.

## Vocabulary Acquisition and Use

**CC.7.L.4** ***Vocabulary Acquisition and Use: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.***

(See MPIs for each specific standard below.)

**CC.7.L.4a** ***Vocabulary Acquisition and Use: Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.***

Level 1 Entering	Match illustrated word cards with simple context clues (e.g., match a card with the word <i>birch</i> and a picture of a birch tree with a sentence such as <i>Look at the white birch</i> ), in a small group.
Level 2 Emerging	Read simple sentences containing unknown words and a context clue (e.g., <i>I like to play soccer; it's fun to kick the ball</i> , where <i>play</i> , <i>kick</i> , and <i>ball</i> help determine that soccer is a game played by kicking a ball); discuss the context clue with a partner; then choose the correct meaning of the word from three choices.
Level 3 Developing	Identify context clues in a text by underlining them, after discussing the unknown vocabulary words and the context clues with a partner.
Level 4 Expanding	Share examples of how context clues helped unlock the meaning of specific unknown vocabulary words in a leveled text, with a partner.
Level 5 Bridging	Read a short grade-level paragraph containing an unknown vocabulary word and a context clue; then identify the context clue and write a definition of the unknown word; check the definition in a glossary.

**CC.7.L.4b** ***Vocabulary Acquisition and Use: Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).***

Level 1 Entering	(Not applicable to Level 1; most grade-appropriate affixes and roots would be used in words not familiar to students at this level.)
Level 2 Emerging	Segment words containing prefixes and suffixes, and use the meanings of the root and affixes to tell what the word means (e.g., segment <i>unstoppable</i> into <i>un</i> , <i>stop</i> , and <i>able</i> , and determine that it means <i>can't be stopped</i> ), with a partner.
Level 3 Developing	Select words with the same prefix from a list, discuss the meanings of the words and determine the meaning of the prefix, in a small group; then individually write sentences to show the meanings of the words (e.g., select <i>aquarium</i> and <i>aquaplane</i> , discuss why <i>aqua</i> means <i>water</i> , and write a sentence such as <i>My fish live in an aquarium.</i> )

Level 4 Expanding	Analyze patterns of root words, using lists of words derived from Latin or Greek, and paraphrase meanings, in pairs, using textbook glossaries or ESOL dictionaries.
Level 5 Bridging	Use resource materials (such as an ESOL dictionary, glossary, or thesaurus) and knowledge of prefixes and suffixes to unlock meaning and interpret reading.

**CC.7.L.4c**      ***Vocabulary Acquisition and Use: Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.***

Level 1 Entering	Match word cards with their pictures, using a picture dictionary.
Level 2 Emerging	Use an illustrated English learner's dictionary or glossary to find the meanings of words in a leveled text.
Level 3 Developing	Use an English learner's dictionary or glossary to find the meaning or pronunciation of words encountered in leveled text.
Level 4 Expanding	Use learner dictionaries, glossaries, and thesauruses to find the meaning, pronunciation, or part of speech of words encountered in leveled text.
Level 5 Bridging	Use grade-level dictionaries, glossaries, and thesauruses to find the meaning, pronunciation, or part of speech of words encountered in grade-level text.

**CC.7.L.4d**      ***Vocabulary Acquisition and Use: Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).***

Level 1 Entering	Match vocabulary cards with pictures; for any words that are unknown or unsure, check the inferred meaning by using an illustrated English learner dictionary.
Level 2 Emerging	Listen as the teacher reads a loud an illustrated, leveled text, following along with a copy of the text and underlining or highlighting words that are unfamiliar or unknown; then discuss the underlined/highlighted words with a partner to develop a preliminary meaning; check the inferred meaning by using context or an illustrated English learner dictionary to determine the meanings of the words.
Level 3 Developing	Read a leveled text with a partner and list unknown or "not sure" words or phrases from the text; discuss possible meanings of the words with the partner; then verify the meanings using context or a dictionary.
Level 4 Expanding	Read a leveled text individually and list unknown or "not sure" words or phrases from the text; make notes about possible meanings of the words; then verify the meanings using context or a dictionary.
Level 5 Bridging	Use a dictionary or context from the text to verify the meaning of a word or phrase in a grade-level text.

**CC.7.L.5**      ***Vocabulary Acquisition and Use: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.***

(See MPIs for each specific standard below.)

**CC.7.L.5a**      **Vocabulary Acquisition and Use: Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.**

(These MPIs do not address literary, biblical, and mythological allusions until Levels 4 and 5 because learners at lower levels will probably not have acquired enough cultural background to understand them.)

Level 1 Entering	Choose examples of alliteration from a list provided by the teacher, with a partner.
Level 2 Emerging	Match cards to complete common similes (e.g., match <i>as busy as</i> , with <i>a bee</i> , <i>as wise as</i> , with <i>an owl</i> ), in a small group; then read the similes and discuss why the particular combination of adjective and noun is appropriate.
Level 3 Developing	Discuss common examples of hyperbole in a small group (e.g., <i>I waited forever</i> ), explaining why a literal interpretation is not appropriate, and what effect its use has.
Level 4 Expanding	Interpret figures of speech that include mythological allusions in context (e.g., a story about a good man who had an <i>Achilles heel</i> because of his gambling), with a partner, as culturally appropriate.
Level 5 Bridging	Interpret figures of speech that include biblical allusions in context (e.g., a story about a man with <i>the patience of Job</i> ), as culturally appropriate.

**CC.7.L.5b**      **Vocabulary Acquisition and Use: Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.**

(No WIDA MPIs developed.)

**CC.7.L.5c**      **Vocabulary Acquisition and Use: Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).**

Level 1 Entering	(Not applicable to Level 1 because of very limited vocabulary.)
Level 2 Emerging	Match a given word with a synonym that has a different connotation (e.g., match <i>little</i> with <i>tiny</i> ); then discuss with a partner how the two differ in meaning (e.g., <i>tiny</i> is smaller than <i>little</i> ).
Level 3 Developing	Compare shades of meaning for synonyms (e.g., <i>gigantic</i> vs. <i>big</i> ), choosing sentences to demonstrate knowledge, with visual support.
Level 4 Expanding	Brainstorm synonyms and near-synonyms for common words (e.g., beginning with <i>big</i> , brainstorm <i>large</i> , <i>huge</i> , <i>immense</i> , <i>enormous</i> , <i>gigantic</i> , etc.), in a small group; then sequence the words according to perceived degree of bigness.
Level 5 Bridging	Distinguish among connotations of adjectives by “conjugating adjectives”: choose three adjectives with a similar denotation, where one has a positive connotation, one is neutral, and one has a negative connotation, and use them with first, second, and third person singular pronouns (e.g., <i>I am slender</i> ; <i>you are thin</i> ; <i>she is skeletal</i> ; <i>I am frugal</i> ; <i>you are thrifty</i> ; <i>he is cheap</i> ).

**CC.7.L.6**      **Vocabulary Acquisition and Use: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the**

***college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.***

Level 1 Entering	Match pictures of general academic and content-specific vocabulary with the appropriate word cards.
Level 2 Emerging	Label pictures of general academic and content-specific vocabulary by selecting appropriate words from a word bank.
Level 3 Developing	Compare/contrast general academic and content vocabulary, using a graphic support (e.g., Venn diagram, T-chart, story web).
Level 4 Expanding	Paraphrase leveled text, in writing or orally, by using general academic and content-specific vocabulary (e.g., explaining the water cycle using the word <i>precipitation</i> instead of <i>rain</i> ).
Level 5 Bridging	Distinguish the academic meanings of general academic and content-specific vocabulary words from the everyday meanings (e.g., <i>table</i> ), through an oral report, written paragraph, or project demonstration.